1. Focus (15 MINUTES)

Display page 12 of Discover Journals using the big book or interactive whiteboard resources. Read the first sentence of the journal entry together. Invite student volunteers to point to the uppercase letter at the beginning of the sentence, the spaces between words, and the period at the end. Next show students a set of bookends and demonstrate how they fit at the beginning and end of a group of books.

Say: The uppercase letter at the beginning of a sentence is like this first bookend. The period at the end is like this second bookend. Bookends hold a group of books together. The uppercase letter and period hold a group of words together. This week, we will use a signal to check if we have put the bookends on our sentences. Hold your hands a few inches apart, fingers straight, palms facing each other. Ask students to mimic your action. Say: We’ll use this bookend to check for an uppercase letter at the beginning of the sentence. (Move your left hand up and down.) We’ll use this bookend to check for a period at the end of the sentence. (Move your right hand up and down.) Now I will think of something to draw and write about in my journal.

Model how to close your eyes and visualize a memory. Then draw it on chart paper, pointing out that the drawing doesn’t need to be a work of art.

Say: When I was little, I had my first ice cream cone. It started dripping at the bottom. I was wearing a hat. I took off my hat and held it under the cone to catch the drips. My mom was not happy about that! I will draw a picture of myself eating my first ice cream cone.

Tell students your sentence and model how to write each word. Say: I’ll write the sentence “The cone drips into my hat.”

NOTE: Although the focus is on beginning with an uppercase letter and ending with a period this week, continue to emphasize the concepts about print that students still need to practice based on your daily informal observations and notes.

Write The. Say: I know how to write The: T-h-e. I have seen this word in books many times. What kind of letter should I use to start the word? (Allow responses.) Good! I should use an uppercase letter. What should I do after I write the word? (Allow responses.) Yes! I should leave a space.

Write cone. Say: Let’s point and reread to see where to write the next word. Say the word cone slowly with me: /k/ /oʊ/ /n/. What sound do we hear at the beginning of cone? (Allow responses.) We hear /k/, so it could be k or c. Cone starts with c. I hear /oʊ/ in the middle, so I’ll write an o. What do you hear at the end? (Allow responses.) I know that n makes the /n/ sound. Because the word
has a long vowel sound; I know there is a silent e at the end of this word, so I will write that, too. If you don’t hear the sound, and you don’t know how to spell the word, that’s okay. Just write the sounds you hear.

Write drips, into, my, and hat. Continue modeling how to write the remaining words. Before writing each word, ask students to reread what has been written so far. Point out that the word into is made up of two small words that you know how to spell. Remind students that if they don’t hear the sound and they don’t know how to spell the word, they should just write the sounds they hear. Put a period at the end of the sentence.

Model checking your sentence. Say: Now I need to check that I put an uppercase letter at the beginning and a period at the end. Place your hands, like bookends, around the sentence. Invite volunteers to come up to check with their “bookends” as well. Say: I have an uppercase letter and I have a period. Let’s read my sentence together.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or experience that they could draw and write about in their journals. Say: Tell your partner what you plan to draw and write about.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- One time I ______.
- I see ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a sentence. Continue to support students at whatever stage of writing development they are in, including hearing sounds in words, writing some high-frequency words, and using concepts about print.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their drawings and written messages. Point out and celebrate beginning uppercase letters, spaces between words, ending periods, and complete thoughts.